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Abstract

The main purpose of this project was to discover favorable and unfavorable aspects of the 4-1-4 month calendar plan. The report contains information presented in tabular form obtained by questionnaire from 35 colleges and universities. An introduction and summary accompanies each of the 9 tables. Four of the tables summarize responses from 10 institutions currently using the plan. The cited advantages of the interim session include: reduced course load during the regular semesters, opportunities for independent study and off-campus study programs, the inter-disciplinary emphasis of course work, and the "change of pace." Disadvantages in this calendar arrangement include a loss of continuity in year-long courses, faculty load arrangement problems, poor student attendance, lack of student initiative, and the additional work required in planning. Some of the schools cited no disadvantages. Smith College, however, adopted the 4-1-4 plan, but dropped it because of compressed and rapid courses, weak projects, and lack of student initiative. The comments of respondents at 9 colleges that had not yet adopted the plan, but were either planning to, or interested in doing so, are also included. The questionnaire is included in the appendix. (DS)

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RESEARCH PROJECT INVESTIGATING THE 4-1-4 MONTH CALENDAR PLAN

CULVER-STOCKTON COLLEGE
Canton, Missouri
February, 1968
(Pittenger)

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RESEARCH PROJECT
INVESTIGATING THE
4-1-4 MONTH CALENDAR PLAN

INTRODUCTION

The purpose of this research project is to discover good and bad points concerning the 4-1-4 month calendar plan as being used in some colleges and universities. Thirty-five colleges and universities responded to a questionnaire which was sent to several more than that.

Some of the institutions contacted are members of the Union for Research and Experimentation in Higher Education; others had representatives at a North Central Association conference held during the fall of 1967 at Iowa Wesleyan College, Mt. Pleasant, Iowa; others were selected at random.

The following report is based on the results of a questionnaire mailed November 30, 1967, and December 15, 1967. Data gathered via this questionnaire are presented in a series of nine tables. Each table is introduced, presented, and briefly summarized.

Following the tables will be found general conclusions.

Table I shows names and locations of the thirty-five colleges and universities which responded to the questionnaire. Year of founding the institution is also shown. Table I now follows.

TABLE I. TABLE SHOWING NAMES OF COLLEGES AND UNIVERSITIES WHICH RESPONDED TO QUESTIONNAIRE CONCERNING 4-1-4 MONTH CALENDAR WITH LOCATION OF INSTITUTION AND YEAR OF FOUNDING

Name of college or university	Location of college	Year of Founding
Antioch College	Yellow Springs, Ohio	1852
Baker University	Baldwin City, Kansas	1858
Bard College	Annandale-on Hudson, New York	1860
Bluffton College	Bluffton, Ohio	1900
Carleton College	Northfield, Minnesota	1866
Centre College of Kentucky	Danville, Kentucky	1819
College of St. Benedict	St. Joseph, Minnesota	1912
Dakota Wesleyan College	Mitchel, South Dakota	1883
Florida Presbyterian College	St. Petersburg, Florida	1960
Goddard College	Plainfield, Vermont	1938
Graceland College	Lamoni, Iowa	1895
Greenville College	Greenville, Illinois	1892
Gustavus Adolphus College	St. Peter, Minnesota	1862
Hanover College	Hanover, Indiana	1827
Hofstra College	Hempstead, New York	1935
Huntington College	Huntington, Indiana	1897
Iowa Wesleyan College	Mt. Pleasant, Iowa	1842
Lewis College	Lockport, Illinois	1930
Luther College	Decorah, Iowa	1861
Macalester College	St. Paul, Minnesota	1853
Malone College	Canton, Ohio	1892
Marion College	Marion, Indiana	1920
Mary College	Bismarck, North Dakota	
Nasson College	Springvale, Maine	1912
Northern Illinois University	De Kalb, Illinois	1895

Name of college or university	Location of college	Year of Founding
Phillips University	Enid, Oklahoma	1906
St. Olaf College	Northfield, Minnesota	1874
Sarah Lawrence College	Bronxville, New York	1926
Sioux Falls College	Sioux Falls, South Dakota	1883
Smith College	Northampton, Massachusetts	1871
Stephens College	Columbia, Missouri	1833
Tarkio College	Tarkio, Missouri	1883
Taylor University	Upland, Indiana	1846
Trinity College	Deerfield, Illinois	1897
Willamette University	Salem, Oregon	1842

Total--35 institutions

Table I has presented names and locations of the 35 colleges and universities which responded to the questionnaire sent out November 30, 1967, and December 15, 1967. Some colleges which received the questionnaire did not respond and others responded after a reminder was sent.

The table above has shown, in addition to names and locations of the institutions responding, year of founding of the institution. The range of founding dates ranges from 1819 to 1960.

A copy of the questionnaire which was sent will be found in the Appendix.

Table II, which follows, is a listing of colleges and universities which are not interested in adopting the 4-1-4 month calendar plan. Ten colleges responded in this manner. In Table II will be found the name of the college or university which responded in this manner, plus the location of the institution. An indication is then given as to whether the institution is coeducational, or for men or women only. This is followed by information concerning enrollment as of school year 1965-66, and affiliation. Name and title of respondent is then presented and comments made by this person.

Table II now follows. It is based on Part A of the questionnaire.

TABLE II. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH ARE NOT INTERESTED IN ADOPTING THE 4-1-4 MONTH CALENDAR

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Comments,(if any)
Antioch College, Yellow Springs, Ohio	Coed; 1671; private corporation	W. H. Warren, Dean of the Faculty	
Carleton College, Northfield, Minnesota	Coed; 1380; private corporation	Bardwell L. Smith, Dean of the College	We considered it at length this year and decided against it.
Goddard College, Plainfield, Vermont	Coed; 371; private corporation	William J. Reeves, Director of Admissions	
Nasson College, Springvale, Maine	Coed; 580; private corporation	Donald C. Ziemke, Academic Dean	We have 2 semesters, 4 courses, 4 credits each.
Northern Illinois University, De Kalb, Illinois	Coed; 13,788	Charles W. Brim, Director, Bureau of University Research	At this time no consideration of this calendar has been given.
Sarah Lawrence College, Bronxville, New York	Women; 614; private corporation	Malcolm Brown, Assistant to the Dean	We have never contemplated it.

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Comments, (if any)
Phillips University, Enid, Oklahoma	Coed; 1348; Christian Church, (Disc. of Christ)	B. Kenneth Lewis, Dean of College of Arts and Sciences	We have no plans to adopt such a calendar
Centre College of Kentucky, Danville, Kentucky	Coed; 561; private corporation	C. E. Whittle, Dean of the Faculty	
Trinity College, Deerfield, Illinois	Coed; 218; Evan F	Edward Nete-land, Dean of the College	No plan for this consideration for at least several years
Hofstra University, Hempstead, New York	Coed; 10222; private corporation	William P. McEwen, Provost and Dean of Faculties	
Total--10	Coed--9 Men---0 Women-1 Average enrollment: 3075; high: 13,788; low: 218		

Table II, just presented, has listed colleges and universities which stated they are not interested in adopting the 4-1-4 month calendar plan. Name and address of institution responding in this manner was given, plus other pertinent information. Name and title of individual responding for the institution is listed plus any comments made by this individual.

In the total of ten institutions listed nine of them are coeducational, 1 for women only, and none for men only. Average enrollment for the ten institutions is 3075 students, school year of 1965-1966, with a high enrollment listed at 13,788 students and a low of 218 students. Attention is drawn to comments made by the respondents.

Part B of the questionnaire was answered by colleges which have adopted the 4-1-4 month calendar. Since Part B is quite lengthy it was made the basis for several tables. Numbers of the tables will now follow with an explanation as to tentative findings.

Table III deals with responses to items 1, 2, and 3, Part B of questionnaire, (see Appendix.) This table shows names and locations of colleges and universities which have adopted the 4-1-4 calendar, plus information as to type of student personnel, enrollment 1965-66, and affiliation. Name and title of respondent is given, and answers to the following questions: clock hours the same for classes under the 4-1-4 plan as for the 2-semester plan? what course (or courses) causes the biggest problem in adjusting to the 4-1-4 plan without losing course content? and does the 4-1-4 calendar make each credit hour cost more?

Table III will now be presented and will be followed by a brief summary.

TABLE III. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH HAVE ADOPTED THE 4-1-4 MONTH CALENDAR WITH ANSWERS TO QUESTIONS CONCERNING CLOCK HOURS FOR CLASSES, PROBLEMS OF ADJUSTMENT OF COURSE CONTENT, AND COST OF COURSES

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respodent	Clock hours same for classes under 4-1-4 plan as for 2-sememster plan? Comments.	What courses cause greatest problem in adjusting to 4-1-4 without losing course content?	Does 4-1-4 cause each course to cost more? Comments
Baker University, Baldwin City, Kansas	Coed; 730; Methodist Church	B. A. Gessner, Dean of the College	Yes. 4 times per week. Equated value= 3.5.	Not courses but small departments personnel-wise.	No. Could be debated.
St. Olaf College, Northfield, Minnesota	Coed; 2,229; Lutheran Church	Albert E. Finholt, Vice President	No. Our semesters are 14 weeks long with 13 weeks of classes. Classes meet 3 times a week for 60 minutes each.	Foreign languages.	Yes. Some greater administrative cost is entailed for the Interim.
Gustavus Adolphus College, St. Peter, Minnesota	Coed; 1,351; Lutheran CA Church	Albert G. Swanson, Vice President for Academic Administration	Yes	Laboratory--where content is equated to time!	No
Florida Presbyterian College	Presbyterian Church	John Jacobson, Acting Dean of the College	No.	We opened the college with a 5-1-5 and so have no way of answering this.	We don't use credit hours.

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Clock hours same for classes under 4-1-4 plan as for 2-semester plan? Comments.	What courses cause greatest problem in adjusting to 4-1-4 without losing course content?	Does 4-1-4 cause each course to cost more? Comments.
Huntington College, Huntington, Indiana	Coed; 497; U Breth	Gerald G. Swaim, Dean of the College	No	We expect greatest difficulty in foreign language, (beginning,) applied music, education methods, (currently 2 hours)	We will only talk about courses, not credit hours
Bluffton College, Bluffton, Ohio	Coed; 591; Menon	Donald L. Pannabecker, Director of the Interim-term	Yes	This wasn't a problem for us that it was for some, since (theoretically) course content wasn't changed. We simply expected students to take fewer hours in the shorter time--15-week semesters instead of 17-week	No

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Clock hours same for classes under 4-1-4 plan as for 2-semester plan? Comments	What courses cause greatest problem in adjusting to 4-1-4 without losing course content?	Does 4-1-4 cause each course to cost more? Comments
Mary College, Bismarck, North Dakota	Women; 206; Rom Cath	Barbara Ann Gehrki, Academic Dean	Clock hours same but block of time available for use of individual instructor is increased	Nursing	No
Macalester College, St. Paul, Minnesota	Coed; 1715; private corporation	Kenneth P. Goodrich, Dean of the College	Yes--50-minute periods		
College of St. Benedict, St. Joseph, Minnesota	Women; 629; Rom Cath	Sister Firmin Escher, Academic Dean	No. Some are, but others are divided into 1½ periods, 2 period blocks, etc.	All seem to be of equal difficulty; applied music raises a problem; art also	Yes. Credit hour may cost more but students carry less credits
Luther College, Decorah, Iowa	Coed; 1478; Luth CA	John Linnell, Dean of the College	Yes.	Mathematics and Science	Doesn't know; could be debated.
Total--10	Coed--7 Men---0 Women-2 No information--1 Average en-		Yes--6; No---4	See following	Yes--2; No---4

Conclusions will now be drawn to Table III, which was just presented.

Table III dealt with responses to items 1, 2, and 3, Part B of questionnaire. After proper identification of the institution the following questions were answered: are clock hours the same for classes under the 4-1-4 plan as for the 2-semester plan? what course (or courses) causes the biggest problem in adjusting to the 4-1-4 plan without losing course content? and does the 4-1-4 calendar make each credit hour cost more?

Ten institutions responded in this section. Average enrollment for the ten institutions, school year 1965-66, was 1,083, though enrollment figures for one institution, (Florida Presbyterian College,) were not available. Range of enrollment figures show a high of 2,229 students and a low of 206 students.

Concerning clock hours as being the same for classes under the 4-1-4 plan as for the 2-semester plan, the following answers were received: Yes--6; No--4.

Concerning courses which cause the greatest problem in adjusting to the 4-1-4 plan without losing course content, the following courses were listed: foreign languages; laboratories; applied music; education methods; nursing; art; mathematics; and science.

Concerning the question as to whether 4-1-4 plan causes each course to cost more, answers were as follows: Yes--2; No--4. Comments concerning all of these questions are of interest.

Table IV will now be presented. This table is based on Part B, items 4, 5, 6, and 7, (a and b,) of the questionnaire, (See Appendix.)

The same ten institutions are shown in different responses. The following questions are answered: how are Freshman level courses handled? how are beginning students handled? is anything done to try to keep <u>foreign language</u> students from forgetting during the interim session? does interim session <u>cost more</u> than any other month? and what courses, (with credit hours,) are offered during the interim session?

Table IV, followed by Table IV Supplement and conclusions, will now follow.

TABLE IV. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH HAVE ADOPTED THE 4-1-4 MONTH CALENDAR WITH ANSWERS TO QUESTIONS CONCERNING HANDLING OF FRESHMAN AND BEGINNING STUDENTS, FOREIGN LANGUAGES, AND INTERIM SESSION

Name of college or university	How are Freshman level courses handled?	How are beginning students handled?	Anything done to try to keep foreign language students from forgetting during interim?	Does interim session cost more than any other month?	What courses are offered on campus during interim session?
Baker University	Same as others	As before	No	No	Our plan is more individual, (see brochure)
St. Olaf College	Same as other courses	Same as other students	No	No	(See TABLE IV Supplement, following, Part A)
Gustavus Adolphus College	As in other classes	Same as conventional system	Yes. Study abroad--workshops during winter term	No--except for conferences which have been scheduled during this period	(See TABLE IV Supplement, following, Part B)
Florida Presbyterian College	No problem		Yes. The language lab is left open	No	(See TABLE IV Supplement following, Part C)

Name of college or university	How are Freshman level courses handled?	How are beginning students handled?	Anything done to try to keep foreign language students from forgetting during interim?	Does interim session cost more than any other month?	What courses are offered on campus during interim session?
Huntington College, Huntington, Indiana	The same as other levels	Possibly encouraged to take only 3 courses the first semester	This question not yet resolved	No. Tuition for 2 semesters includes tuition for interim	Currently under study
Bluffton College, Bluffton, Ohio	The interterm is not used for "courses." Instead, one "course" is offered--an all-campus study of one topic. Freshmen participate on same basis as other students	We discourage students from beginning with inter-term. None has.	Elementary language students are encouraged to use language laboratory at least two hours a week in January. Second semester begins with test to help faculty know if students are losing language facility in January	No. if anything. less	(See TABLE IV Supplement following, Part D) All-campus studies--last year, The City; this year, Freedom and Order
Mary College, Bismarck, North Dakota	Definitely structured; largely courses in General Education or core requirements		No	Yes for some; No for others. Depends on nature of study done. If involves travel to distant place, more costly	Variety of courses in majors which provide interdisciplinary opportunity to students. Interim courses should not be required courses but give enrich-

Name of college or university	How are Freshman level courses handled?	How are beginning students handled?	Anything done to try to keep foreign language students from forgetting during interim?	Does interim session cost more than any other month?	What courses are offered on campus during interim session?
					ment and make it possible for all to have them.
Macalester College			No--no problem	No. Students pay extra costs.	(See TABLE IV Supplement following, Part E)
College of St. Benedict	Basic studies courses, (one in the arts; one in literature,) and 3 other courses, (language, theology, or beginning course in major if this is known.) Freshmen test out in theology, English, languages and math. Remedial courses if they do not test out.	Like all other students.	No; however, there are language courses during January term	No.	Only one--Home Economics Management course.

Name of college or university	How are Freshman level courses handled?	How are beginning students handled?	Anything done to try to keep foreign language students from forgetting during interim?	Does interim session cost more than any other month?	What courses are offered on campus during interim session?
Luther College, Decorah, Iowa	All Freshmen take CORE of History (3) English (3) and Religion (2) plus two additional 4-credit courses		Yes. We have voluntary review sessions during the interim for students in first-year language. The first year of 4-1-4 we required all students to continue in these sessions	No; not really sure	(See TABLE IV Supplement following, Part F)
Total--10	"Same as other courses"--(or similar statement)--6 times	"Same as other students"--4 times	Yes--4; No--6	Yes--1; No--9	(See TABLE IV Supplement, following)

TABLE IV. SUPPLEMENT. (Statements by investigator)

Part A, St. Olaf College. During January interim courses on all levels are offered. 97 interim courses are offered on the regular campus. These on-campus courses are arranged as follows in so far as departments and number of classes being offered are concerned: Art, 3 courses; Biology, 6 courses; Chemistry, 5 courses; Classical Languages, 1 course; Economics, 3 courses; Education, 1 course; English, 8 courses; French, 2 courses, German, 4 courses; History, 4 courses; Home Economics, 3 courses; Mathematics, 5 courses; Music, 9 courses; Norwegian, 2 courses; Nursing, 4 courses; Philosophy, 3 courses; Physical Education, 1 course; Physics, 6 courses; Political Science, 3 courses; Psychology, 5 courses; Religion, 11 courses; Sociology, 2 courses; Spanish, 1 course; Speech, 5 courses; Honors Courses, 2 courses. (Bulletin available.)

Part B, Gustavus Adolphus College. During January interim courses on all levels are offered, entitled "Adventures in Learning." 44 interim courses are offered on the regular college campus. A listing of on-campus courses now follows in so far as departments and number of classes being offered is concerned: Divisional courses, 3 courses; Art, 1 course; Biology, 4 courses; Business Administration, 1 course; Chemistry, 3 courses; Economics, 1 course; Education, 2 courses; English, 3 courses; Foreign Language, 3 courses; Geology, 1 course; Health and Physical Education, 4 courses; History, 1 course; Mathematics, 2 courses; Music, 2 courses; Nursing, 2 courses; Physics, 1 course; Psychology, 3 courses; Sociology, 1 course; Speech, 5 courses. In addition, the Nobel Conference is offered which includes 7 lectures over a period of 2 days. The Bernadotte Lectures include 3 lectures--one per week. Extra fees are charged for the Nobel Conference and the Bernadotte Lectures. Gustavus Adolphus College cooperates with Luther College, Macalester Colleges, and St. Olaf College on interim sessions. (Bulletin available.)

Part C. Florida Presbyterian College. (Quoted from Bulletin.) "Florida Presbyterian College was the first college to include a one-month Winter Term in its regular calendar. The Fall and Spring terms last about 15 weeks, including examination periods, and the Winter Term lasts about 4 weeks.

"Winter Term Acitivity. This period is devoted to intensive work on a single project. No student is enrolled in more than one project at this time and extra-curricular activities are kept to a minimum. In theory and in practice our students devote themselves single-handedly to one study program. They start the term with a project area, and must formulate for themselves a research design, paper topic, or creative project that will make sense to people trained in the field and will be personally meaningful. The Winter Term is the period in which our students learn the most about working independently, defining their own study goald, writing long papers in acceptable form, and making rational decisions about the use of their time. Every project is supervised by a member of the faculty." (Bulletin available.)

During the Winter Term of January, 1968, guidance in the following fields will be offered from the following number of professors: History and Social Studies, 13 professors; Mathematics and the Natural Sciences, 9 professors; Interdisciplinary Studies, 2 professors; Humanities Div., 14 profs.

PART D. BLUFFTON COLLEGE. During the Inter-term at Bluffton College, Bluffton, Ohior, during January, 1967, an inter-disciplinary investigation was promoted titled, "The City." Time duration of the Inter-term was from January 3 to January 28, 1967. Lectures and seminars were held with very few extra-curricular activities.

During the inter-term at Bluffton College, January 3 to January 26, 1968, the inter-disciplinary investigation will be titled, "Freedom and Order." Seminars will include: News Media, the Right of Privacy and Censorship; The New Morality and the Moral Law; Unity and Disintegration of the Family; Authority and Freedom in Education; Freedom and Order in the Arts; Free Enterprise System and Controlled Economy; Man's Freedom and God's Sovereignty; National Sovereignty and International Organization; Free Will and Determinism. (See Bulletin available in investigator's office.)

PART E. Macalester College. During the Interim Term at Macalester College, St. Paul, Minnesota, January, 1968, the following areas were represented in on-campus study: Art, (Drawing the Image, Guadalupe Project, Individual Projects;) Biology,(Biological Instrumentation, Winter Field Ecology, Individual Projects;) Chemistry, (Alchemy; Individual Projects; Instrumental Methods of Analysks, Computer Programming for Physical Scientists;) Classics, (Hellenistic Civilization, Projects;) Economics, (Projects; Computer Programming; Social, Political, and Economic Aspects; Contemporary Issues, Principles of Life Insurance;) and similarly through Education; English; Geography; Geology; German; History; Music; Philosophy; Physical Education; Physics; Political Science; Psychology; Religion; Spanish; and Speech and Drama. (Bulletin available in investigator's office.)

[redacted]

PART F. Luther College. During the Interim Session at Luther College, Decorah, Iowa, (scheduled for January 8-26, 1968,) the following courses were offered under the heading of General Programs: Modern Latin America: Problems and Potentialities; Revolution and Modern Man; How to Use Libraries; The Two Cultures in New York City; Drawing Studio I; Ceramics I; Populations; Science, Technology, and Contemporary Issues; Greek and Roman Comedy in Translation; Personal Finance; Mathematics of Finance; Operations Research; Places and Their Significance; The Motion Picture as an Art Form; Afro-American Literature; French Existentialist Literature; Post-War German Literature; Post-Spanish Civil War Literature; Russian Literature in Tranalstion; Chinese Culture; Jazz; Music of the Classic Period; Philosophical Problems in Psychology and Sociology; Marxism and Existentialism; Physical Therapy; Einstein's Theory of Relativity; Introduction to Electronics; The Theory of Persecution; Psychology in Literature; Modern Studies in Personality and Theology; Church and State; Contemporary Issues of Church and City; Science and Religion; An Adventure with the Absurd; Phonetic Analysis and Transcription; Forensic Interim, USA. Departmental Programs were offered in: Biology; Chemistry; Economics and Business Administration; Education; English; History; Mathematics; Music; Physical Education; Sociology; and Mathematics, (Supplementary.) (Bulletin available in office of investigator.)

Conclusions which may be drawn from Table IV, just presented, will now be drawn.

This table is made up of answers to different questions from the same ten colleges which have adopted the 4-1-4 month calendar plan. The answers are to Part B of the questionnaire, items 4, 5, 6, and 7, (a and b.)

The first question in this area which was asked was concerning the manner in which Freshman level courses are handled. The comment, "Same as other courses," (or similar comment,) was made 6 times. Other answers appeared as noted.

The next question dealt with manner in which beginning students are handled. The comment, "Same as other students," (or similar statement,) appeared 4 times.

Concerning the matter of trying to keep foreign language students from forgetting during the interim, an effort is being made to do this by 4 colleges and nothing being done by 6 colleges.

As to whether or not the interim session costs more than any other month, 1 college said that it did while 9 said it did not.

In response to inquiry about courses that are offered on-campus during the interim so much material was submitted that it was necessary for the writer to resort to a "Supplement." This supplement to Table IV followed the table. It is hoped that it was of interest to the reader as well as the extra comments that were made by respondents to Table IV.

Table V, which follows on the next page, pursues the subject still further with the same ten colleges--all of which have adopted the 4-1-4 calendar. Questions concerning specific advantages and disadvantages to the interim session are asked. Opportunities for off-campus activities are noted, and requirements concerning graduating affecting the interim session are pointed up.

Table V is based on questionnaire responses Part B, Question 7, sections (c), (d), and (e), (see Appendix.)

TABLE V. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH HAVE ADOPTED THE 4-1-4 MONTH CALENDAR WITH ANSWERS TO QUESTIONS CONCERNING SPECIFIC ADVANTAGES AND DISADVANTAGES TO THE INTERIM SESSION, POSSIBLE OPPORTUNITIES FOR OFF-CAMPUS ACTIVITIES AND GRADUATION REQUIREMENTS

Name of college or university	What are specific advantages to interim session?	What are specific disadvantages to interim?	What are opportunities for off-campus activities during interim?	How many interim sessions required for graduation?	Could a student be graduated without any interim sessions?
Baker University	Individual study under tutorial conditions.	Remain to be discovered.	Provided.	One per each academic year of residence.	No.
St. Olaf College	Stimulation of greater independence on the part of the student and opportunity for faculty to offer courses of topical nature.	Unevenness of course loads and interim grading.	In Europe; Marine Biology in Florida; Drama and Music Interims in New York City; Sociology and Economics Interims in metropolitan areas. (See Part A, Table V, Supplement.)	Four.	No.
Gustavus Adolphus College	Study abroad; off-campus experiences, such as urban-studied social work experience; research; intense research projects	None	(See Part B, Table V Supplement.)	Four.	No.
Florida Presbyterian College	**Intensive work on single project; independence**		May take Winter Terms at other colleges;	3 + one thesis or study for	No.

Name of college or university	What are specific advantages to interim session?	What are specific disadvantages to interim?	What are opportunities for off-campus activities during interim?	How many interim sessions required for graduation?	Could a student be graduated without any interim sessions?
			at foreign countries and cities. (See Part C, Supplement.)	conferences in sr. yr.	
Huntington College, Huntington, Indiana	Reduces course load taken by students in regular semester; reduces course load of instructors; eliminates "lame duck" period after Christmas; use of independent study; equalizes work for courses; helps streamline offerings during regular semester	Loss of continuity of year-long courses; loss of technique in applied music and physical education; additional administrative work	Travel; inter-college cooperation	Normally 4; but a student can be graduated without any interim sessions	Yes. We require 35 courses; (37 possible in 4 years: 4-1-4 plus 1 course in Physical Education activity
Bluffton College, Bluffton, Ohio	All-campus study approach: last year, The City; this year, Freedom and Order. Interdisciplinary emphasis possible; change of pace; "lame duck" eliminated; opportunity for new kinds of learning experiences	Amount of faculty and student time involved in planning	Off-campus studies are allowed, tho not encouraged. Eventually, we plan on encouraging them in January	None. Graduation requirements same as before--120 hours with work properly distributed	All students who are full-time dur-two semesters must participate in interterm

Name of college or university	What are specific advantages to interim session?	What are specific disadvantages to interim?	What are opportunities for off-campus activities during interim?	How many interim sessions required for graduation?	Could a student be graduated without any interim sessions?
Mary College, Bismarck, North Dakota	Chance to do a study in a completely different field if one wishes. It provides travel, independent study, working out of projects.	Does not know there are any.	Travel; exchange of faculty and students with other colleges on the same calendar.	4 for regular students.	Possibly an exception could be made. Transfers not held to 4 interims.
Macalster College, St. Paul, Minnesota	**Organized on principle of learner, teacher, and resources; freer atmosphere; innovative**	Some students "goof off" with Physical Education grading but others catch fire	8 European courses; several U. S. courses; many individual studies	4	No
College of St. Benedict	Opportunity for a student to select an area of study not taught in other terms and providing enrichment	Arranging faculty load and requiring students to be in attendance.	Students may attend another college on the same calendar; trips to countries or places of interest; job possibilities	4	No

Name of college or university	What are specific advantages to interim session?	What are specific disadvantages to interim?	What are opportunities for off-campus activities during interim?	How many interim sessions required for graduation?	Could a student be graduated without any interim sessions?
Luther College, Decorah, Iowa	Change of pace; full time on single project; possibility of off-campus programs; possibility of internships; possibility of experimental courses; possibility of interdisciplinary courses	Extra administrative work in planning and supervising	(See Part D, Table V Supplement)	4	No
Total--10				4 interim sessions required--8 colleges and/or universities	No--7; Yes--1

TABLE V. SUPPLEMENT. (Statements by investigator)

Part A, St. Olaf College. During January interim courses on all levels are offered. 15 interim courses are offered off-campus. Courses offered off-campus include: Art, 3 courses; Biology, 1 course; Education, 1 course; French, 1 course; German, 1 course; Home Economics, 1 course; Music, 1 course; Physical Education, 1 course; Political Science, 1 course; Russian, 1 course; Spanish, 1 course; Speech, 2 courses. (Bulletin available.)

Part B, Gustavus Adolphus College. During January interim courses on all levels are offered, entitled "Adventures in Learning." 13 interim courses are offered off-campus and abroad. Courses offered off-campus and abroad include: Area studies, 3 courses; Art, 1 course; Biology, 1 course; Economics, 1 course; French, 1 course; German, 1 course; Religion, 2 courses; Sociology, 1 course; Spanish, 1 course; Speech, 1 course. Gustavus Adolphus College cooperates with Luther College, Macalester College, and St. Olaf College on interim sessions.

Part C, Florida Presbyterian College. A reciprocal arrangement has been made to make it possible for students at Florida Presbyterian College, (sophomores and juniors,) to enroll in Winter Terms at Stetson, Rollins, Bethune-Cookman, and Austin Colleges. Projects may also be organized in foreign countries such as England, Israel, Mexico, Haiti, Jamaice, and large cities in America.

Part D.Luther College. (Quotation directly from catalog, Luther College Interim, January, 1968.) "Interims Abroad. Luther College cooperates with Gustavus Adolphus College and St. Olaf College in various interims abroad. Deposits for these programs are made in spring. If other students are interested they should get application forms and pay the $ 100 deposit immediately. Not open to freshmen. For academic requirements to these programs see Registrar." (Courses now follow:) "Drama; History of Art; Music; French; German; European Economic Institutions; European Political Institutions; Spanish (Mexico;) Russian, (in U. S. at Sea Cliff, Long Island.)"

"Exchange Programs. There will be opportunities for Luther College students to enroll on an exchange basis in courses offered on the campuses of the three colleges cooperating in the interim-abroad programs and CSCA schools having the 4-1-4 calendar. (These colleges are Luther College, Macalester College, St. Olaf College, and Gustavus Adolphus College.) Interim catalogs from these schools will be available during September and application may be made through the Registrar. If accepted, the student would make a change-of-election from his fall registration interim program." (Since the above announcement St. John's College and Carrol College have evidently been added to list of colleges cooperating.)

Conclusions may now be drawn to Table V, just presented. This table was based on questionnaire responses to Part B, Question 7, sections (c), (d), and (e,) (see Appendix.)

The question was asked, "What are the specific advantages to the interim session?" In answering this question representatives of the colleges and universities made statements as shown in the preceding table. The same is true to the question, ""What are the specific disadvantages of the interim session?"

Answers to the question, "What are the opportunities for off-campus activities during the interim session?" were so numerous and so voluminous that, in addition to what is shown in the table, a Table V "Supplement" was necessary.

The questionnaire then asked the question, "How many interim sessions are required for graduation?" 8 of the ten colleges being investigated in this category indicated that 4 interim sessions are required for graduation. The following question was then asked: "Could a student be graduated without any interim sessions?" In answer to this question 7 colleges said "No," while 1 said "Yes."

Interesting comments were made by representatives of all the colleges and universities. It is also hoped that the reader will take note of the Table V "Supplement."

Table VI is based on questionnaire responses to Part B, Question 7, sections (f) and (g.)

Question 7, section (f), asks the following question: "Can a student fulfill requirements without taking them during the interim session?" Responses to the section titled, "General comments dealing with interim session," will be found under this heading.

TABLE VI. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH HAVE ADOPTED THE 4-1-4 MONTH CALENDAR WITH ANSWERS TO QUESTIONS CONCERNING POSSIBILITY OF FULFILLING GRADUATION REQUIREMENTS AND GENERAL COMMENTS CONCERNING INTERIM SESSION

Name of college or university	Can a student fulfill requirements without taking them during Interim session?	General comments dealing with Interim session
Baker University	No.	
St. Olaf College	Yes. There are many problems for majors in music and some of the sciences unless they can fulfill requirements during the Interim session.	After three years under the 4-1-4 calendar we continue to be enthusiastic about this program and consider it has made a distinct change for the better in the academic atmosphere of our campus.
Gustavus Adolphus College	Perhaps by petition to faculty.	Generally satisfactory--but under constant study and review.
Florida Presbyterian College	No.	
Huntington College, Huntington, Indiana	Yes	Still in planning stages.
Bluffton College, Bluffton, Ohio	The inter-term does not fulfill requirements except for the requirement to participate in the inter-term	An evaluation report is available if desired. (Has been requested.)
Mary College, Bismarck, North Dakota	Yes	

Name of college or university	Can a student fulfill requirements <u>without</u> taking them during interim session?	General comments dealing with interim session
Macalester College, St. Paul, Minnesota	Yes. No major or distribution requirements may be met in interim	
College of St. Benedict	Yes--only on rare exception. Must be made up during a certain period.	General interest because of creativity for faculty and selection for students. (Has cooperative interim arrangement with St. John's University, Collegeville, Minnesota.)
Luther College, Decorah, Iowa	Yes; in fact requirements cannot be fulfilled during interim	Disorganized, exciting, stimulating, demanding of time and effort, but worth all of it since it breaks many habits and conventions which restrict college programs.
Total--10	Yes--6; No---2	

Conclusions to Table VI, just presented, may now be drawn. This table was based on questionnaire responses to Part B, question 7, sections (c) and (d.) The following question was answered by the respondents: "Can a student fulfill requirements without taking them during the interim session?" Answers given were: Yes--6; No--2. Shades of different interpretations to this question are shown in the accompanying remarks. Responses to the following question were interesting: "General comments dealing with interim session." These comments were shown in Table VI under that heading.

Table VII, which now follows, deals with one college which has adopted a plan <u>other than</u> the 4-1-4 month calendar but involving an interim session. Pertinent information concerning this college is presented in Table VII. It will be noticed that in this one particular college the interim session covers a period of 7 to 8 weeks.

TABLE VII. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH HAVE ADOPTED A PLAN OTHER THAN THE 4-1-4 MONTH CALENDAR (BUT INCLUDING AN INTERIM SESSION) WITH PERTINENT INFORMATION

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Characteristics of plan	Statement made by respondent	Statements by investigator
Bard College, Annandale-on-Hudson, New York	Coed; 523; private corporation	Harold L. Hodgkinson, Dean of College	First semester ends before Christmas Holiday; Winter Field Plan lasts 7 to 8 weeks through mid-February; spring semester completed about June 25	None of these categories fit our Field Period, (in original questionnaire.)	Bard College Winter Field Period has evidently been operating for several years. During 7 or 8 weeks of Period's duration students take jobs or pursue a reading (or creative) project away from campus and classroom. Field Period activity takes place in academic context, usually in student's major field and is evaluated on transcript. Graduate must have completed at least 3 satisfactory Field Periods. Freshmen and sophomores usually take work experience projects; juniors do reading and/or creative projects; and seniors usually complete the Senior Project required for a degree. Most successful job, investigative, and creative projects have been completed in the following divisions: Languages and Literature, (English and German;) Natural Sciences, (Biochemistry, brain limpid chemistry, oceanography, satellite program, IBM computation, and medical

		technology;) Social Sciences, (anthropology, history, psychology, sociology;) Art, Music, Drama, and Dance, (opera, community theatre, commercial art, original musical composition, ballet.) (Bulletin available.)
Total--1		

Conclusions to Table VII, just presented, are quite simple because there is only one college involved.

This table dealt with one college which has adopted a plan other than the 4-1-4 month calendar but a plan which involves an interim session. This interim session covers a period of 7 to 8 weeks. In this type of program the first semester ends before the Christmas holiday, the Winter Field Plan covers a period of 7 to 8 weeks through mid-February, and the spring semester is completed about June 25.

Information pertaining to the college involved in this program was presented. Statement by respondent representing the college was given, followed by statements by the investigator. Bulletin containing printed matter explaining this program is available in investigator's office.

Table VIII follows. This table is based on Part C of the questionnaire, Colleges which adopted the 4-1-4 month calendar and then dropped it. Pertinent information is given concerning the one college which responded in this area and reasons for dropping this type of calendar.

TABLE VIII. TABLE SHOWING COLLEGE WHICH ADOPTED THE 4-1-4 MONTH CALENDAR AND DROPPED IT WITH REASONS FOR SO DOING

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Why was 4-1-4 calendar dropped?	Under what plan now operating	Additional comments
Smith College, Northampton, Massachusetts	Women; 2,303; private corporation	Thomas C. Mendenhall, President of the College	**Courses compressed and rapid; students loafed; weak projects**	Two semesters	

Total--1

Table VIII has shown information pertaining to one college which adopted the 4-1-4 month calendar plan and then dropped it. Reason for so doing was given in the table.

Table IX, which follows, presents information from colleges and universities which evidently do not fit into any of the categories shown in the questionnaire, (See Appendix.)

In addition to a listing of name and location of college, type, enrollment, and affiliation are noted. Name and title of respondent is listed and this person has made a statement which indicated to the writer that each one of these colleges belonged in Table IX. Statements by the respondent are given, followed by interpretive statement, (in parentheses,) by investigator. Thirteen colleges and universities are contained in Table XI, which will now be presented.

TABLE IX. TABLE SHOWING COLLEGES AND UNIVERSITIES WHICH DO NOT FIT INTO ANY OF THE CATEGORIES SHOWN IN QUESTIONNAIRE, (SEE APPENDIX,) WITH PERTINENT INFORMATION CONCERNING THESE INSTITUTIONS

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Reason for being in this category	Statements made by respondent; statements by investigator, (in parentheses)
Lewis College, Lockport, Illinois	Coed; 889; Roman Catholic	Brother J. Philip, Dean of the College	Considering change	Presently discussing possibility of adopting 4-1-4. (Still on 2-semester plan; considering change.)
Stephens College, Columbia, Missouri	Women; 1,819; private corporation	James G. Rice, Dean of Instruction	Considering change	We do not fit into any of the three categories under which you have organized questions. We are currently considering the advisability and feasibility of a 4-1-4 month calendar. We are, therefore, quite interested in the results from your questionnaire. It should be quite helpful as we pursue our exploration. (Still on 2-semester plan.)
Taylor University, Upland, Indiana	Coed; 886; private corporation	Gordon W. Zimmerman, Dean of the College	Considering change	I am interested in the questionnaire which you distributed November 30. Here at Taylor University we are seriously considering adoption of the 4-1-4 calendar. I would be most interested in knowing some of the answers to questions raised in Sections B and C, (see Appendix.) (Still on 2-semester plan.)
Willamette University, Salem, Oregon	Coed; 1,454; Methodist Church	Byron W. Doenges, Dean of the College	Complete change in curriculum	You will receive under separate cover a copy of our current catalog. This catalog will describe in detail our 4-2 Program. During the past two years Willamette has changed completely its

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Reason for being in this category	Statements made by respondent; statements by investigator, (in parentheses)
				curriculum and its faculty organization. Rather than attempt to complete your questionnaire I am pleased to send you a copy of our catalog.
Sioux Falls College, Sioux Falls, South Dakota	Coed; 848; Baptist Church	A. M. Gowan, Dean and Registrar	Not in any category previously listed	Possibility of adopting 4-1-4 calendar.(Still on 2-semester plan.)
Graceland College, Lamoni, Iowa	Coed; 951; Reorg. Latter Day Saints	Harold L. Condit, Dean of Faculty	Have not adopted 4-1-4 but interested	My notations only express opinions growing out of reading and discussions concerning 4-1-4 plan. Clock hours: courses should be enlarged in scope and reduced in numbers; largest problem: science courses probably yield least to restructuring; foreign language difficulties: in some settings this is the enrichment period for language study; how many interims required? my listening suggests two most common; graduated without interims? normally students must have some inter session work; fulfill requirements? some report substitution of summer terms for intersessions; comments dealing with interm session: I view this as a time when the fragmentation which so often besets a college might be overcome. (Still on 2-semester plan; consider adoption of 4-1-4 plan.)

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Reason for being in this category	Statements made by respondent; statements by investigator, (in parentheses)
Iowa Wesleyan College, Mt. Pleasant, Iowa	Coed; 1018; Methodist Church	Howard W. Johnston, Vice President for Academic Affairs	Going on 4-2-4 calendar September, 1968	Will adopt 4-2-4 program in Sept., 1968; 50-minute periods in spring and fall terms, 80-minute periods during interim; foreign language students will have continued language study on a less inteisive basis; interim session will cost more because more resource persons will be needed; advantages will include opportunity for highly intensive study on highly important subject matter, change of pace, and faculty-student collaboration; disadvantage will be more work but highly stimulating work; opportunities for off-campus activities will be many because by taking only one course student and professor are free to go anywhere; 4 interims will eventually be required for graduation; a student cannot be graduated without any interim sessions; a student cannot fulfill requirements without taking them during interim session; interim an excellent plan for important new subject-matter emphasis.
Dakota Wesleyan University, Mitchell, South Dakota	Coed; 624; Methodist Church	Thomas D. Henson, Dean of the College	Not on 4-1-4, but interested	We are somewhat interested in considering it (4-1-4 plan,) for future adoption. Will be interested in seeing a copy of the results--especially as they relate to sections B and C, (See Appendix.)

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Reason for being in this category	Statements made by respondent; statements by investigator, (in parentheses)
Hanover College, Hanover, Indiana	Coed; 1021; Presb	H. J. Haverkamp, Dean of the College	On 3-3-1 calendar plan	Clock hours same except for 5-week spring term when faculty arranges own schedules; languages cause biggest problem; regarding handling of Freshman courses, any listed course may be offered in five-week term and all required courses should be; beginning students handled routinely; no arrangements made for keeping up on foreign languages; additional cost for students who go off campus for spring term; any courses offered during spring term but faculty prefers to offer advanced courses; advantages of short term include concentration of work, freedom to take courses wherever educational benefits are to be gained, flexibility of handling, and variation of educational procedure; difficulty found is that some faculty members have difficulty in revising old patterns; off-campus activities include language study in Europe and Mexico, political science in New York and Washington, drama in New York, geology and sociology in New Mexico, and Shakespeare in England; 4 short sessions are required for graduation--1 per year; students cannot be graduated without any short sessions; may fulfill requirements without taking them during short session--but doubts that many do. (See questionnaire in Appendix.)

Name of college or university; location	Coed; men; or women; enrollment 1965-66; affiliation	Name and title of respondent	Reason for being in this category	Statements made by respondent; statements by investigator, (in parentheses)
Greenville College, Greenville, Illinois	Coed; 769; F Meth	W. Brock Brentlinger, Dean of the College	Have adopted 4-4 calendar without interim to begin 1968-69; still considering interim	Expect classes to meet same clock hours as previously; biggest problem is anticipated in fine arts; credit hour will not cost any more; Freshman level courses will be handled essentially same, with two-semester courses, (English comp., etc.,) becoming one course; beginning students handled same as before
Malone College, Canton, Ohio	Coed; 1,000; Friends	L. A. King	Considering change	We seem headed toward a quarter + interim calendar.
Marion College, Marion, Indiana	Coed; 585; Methodist	Maurice Burns, Dean of the College	Considering change	College is interested in 4-1-4 month calendar but has not adopted it.
Tarkio College, Tarkio, Missouri	Coed; 784; Presb	E. E. Breazier, Vice President for Academic Affairs	Have adopted 4-1-4 calendar effective Sept., 1968	Courses expected to cause most trouble--no problems anticipated; each credit hour will not cost any more; Freshman level courses--no problems anticipated; ditto, beginning students and foreign languages; interim session will not cost any more than any other month; chief advantage will be avoidance of other course conflicts; off-campus offerings will be limited first year; 3 interims will be required for graduation and a student cannot be graduated without any interim sessions; requirements can be fulfilled during interim session, and in fact, must be.

Table IX, just presented, shows information concerning a group of colleges and universities which, (as this investigator saw it,) did not fit into any of the three categories listed in the questionnaire, (see Appendix.) The reason is explained with each listing.

Of the 13 colleges and universities presented in Table IX 12 are coeducational institutions, 1 is for women, and none is for men. Average enrollment for the 13 institutions is 973 students, as of the 1965-66 school year. Highest enrollment was 1,819 students while lowest enrollment was 585 students.

Statements by both the respondent and the investigator were given to clarify the classification and edify the reader.

GENERAL CONCLUSIONS will now follow.

The purpose of the research project was to discover good and bad points concerning the 4-1-4 month calendar plan as being used by some colleges and universities. Data was obtained through use of information garnered from answers to a questionnaire.

The data were presented in a series of nine tables. Table I showed names of institutions responding to questionnaire. Table II listed the ten colleges which indicated they are not interested in adopting the 4-1-4 plan. Table III listed ten colleges which have adopted the 4-1-4 plan and indicated that six of them have clock hours for classes the same as before adopting the 4-1-4 plan which four do not. Two stated the courses cost more under the 4-1-4 plan and four stated they do not cost more.

Table IV presented information about how freshman level and beginning students are handled, indicated that four of the ten colleges try to keep foreign language students from forgetting, and that the interim session does not cost more than any other session.

Table V, using the same ten colleges and universities, contained a listing of advantages and disadvantages of interim session, interim requirements for graduation, and information about off-campus courses. Table VI was given over to general comments about interim sessions.

Table VII dealt with one college which has adopted a plan other than the 4-1-4 month calendar with pertinent information concerning this institution.

Table VIII listed one college which adopted the 4-1-4 plan and then dropped it, with reasons for so doing. Table IX was a listing of institutions which did not fit into any of the categories presented in the questionnaire, with reasons for being in this table, and statements from respondents.

APPENDIX

CULVER-STOCKTON COLLEGE
CANTON, MISSOURI, 63435

November 30, 1967

Att'n., _____:

We are making a survey of colleges of various sizes in order to obtain information concerting the 4-1-4 month calendar. It would be greatly appreciated if you would complete the following questionnaire and return it in the enclosed self-addressed envelope.

We have tried to arrange the questions so that the answers will take the minimum amount of time and effort. We shall be glad to share the results with you after they have been tabulated--if you want them.

The questionnaire is arranged on the following basis:

(A) Colleges which are not interested in the 4-1-4 month calendar;

(B) Colleges which have adopted the 4-1-4 month calendar; and

(C) Colleges which adopted the 4-1-4 month calendar and then dropped it.

- -

Name and location of college responding _____

Name and title of person responding _____

Would you care to have a copy of the tabulated results? Yes No (encircle one)

- -

(A) Colleges which are not interested in the 4-1-4 month calendar

1. This college has not adopted the 4-1-4 month calendar and is not interested in adopting it. Correct (encircle, if true)

   Comments: _____

   NOTE: (Respondents encircling "correct" above have completed this questionnaire and it is ready for mailing.)

(B) Colleges which have adopted the 4-1-4 month calendar

1. Are clock hours the same for classes under the 4-1-4 plan as for the 2-semester plan? Yes No (encircle one) Comments: _____

   _____

2. What course (or courses) causes the biggest problem in adjusting to the 4-1-4 plan without losing course content? _____

   _____

3. Does the 4-1-4 clanedar make each credit hour cost more? Yes No (encircle one) Comments: _____

4. How are the Freshman level courses handled? _____

   _____

5. How are <u>beginning students</u> handled? _____

6. Is anything done to try to keep <u>foreign language</u> students from <u>forgetting</u> during the interim session? Yes No Comments: _____

7. Please answer the following questions concerning the <u>interim session</u>, (which is usually the month of January:)

   a. Does the interim session <u>cost more</u> than any other month? Yes No (encircle one) Comments: _____

   b. What courses, (with credit hours,) are offered during the interim session? _____

   c. What are the <u>specific advantages</u> of the interim session? _____

   What are the specific <u>disadvantages</u> of the interim sessions? _____

   d. What are the opportunities for off-campus activities during the interim session? _____

   e. <u>How many</u> interim sessions are required for graduation? _____

   Could a student be graduated without any interim sessions? Yes No Comments: _____

   f. Can a student fulfill requirements without taking them during the interim session? Yes No Comments: _____

   g. General comments dealing with interim session: _____

(C) <u>Colleges which adopted the 4-1-4 month calendar and then dropped it</u>

1. Did you formerly function under the 4-1-4 month calendar and then drop it? Yes No (encircle one)
2. Why did you drop the 4-1-4 month calendar? _____
3. Under what calendar plan are you now operating? _____
4. Additional comments: _____

THANK YOU for your cooperation and courtesy in this matter!

T. L. Pittenger
Director of Institutional Research
Culver-Stockton College
Canton, Missouri 63435